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ABSTRACT

The document includes three major parts. The first presents general information on the philosophy and objectives underlying vocational, technical, and adult education in Wisconsin and the roles of the state, districts, and schools. The second part presents guidelines for associate degree programs. Included are: (1) criteria, (2) curriculum, (3) plans and policies for accreditation, (4) procedures for program approval, (5) program evaluation procedures, (6) outline for self-study, (7) procedures for formulating evaluation committees, (8) district's responsibility for evaluation committee arrangements, (9) general program evaluation schedule, (10) committee instructions for program evaluation, (11) sub-committee assignments for program evaluation, and (12) a checklist for program evaluation. The third part of the document presents guidelines for vocational diploma programs, including diploma program criteria and procedures for new full-time diploma program approval. The state office forms for new program approval and guidelines for review of a comprehensive district are appended. (JK)

ED035718

Wisconsin
Board
of
Vocational,
Technical
and
Adult
Education

Guidelines for Program Development and Evaluation

- Vocational Diploma
- Associate Degree

July 1968

VT009764

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GUIDELINES FOR PROGRAM DEVELOPMENT AND EVALUATION

ED035718

Vocational Diploma

Associate Degree

APPROVED BY THE

WISCONSIN BOARD OF VOCATIONAL,
TECHNICAL AND ADULT EDUCATION

July 10, 1968

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
C. L. Greiber, State Director

(VE-PI-1)

Preface

Throughout the history of Wisconsin vocational, technical and adult education, community orientation and local autonomy have been key tests in determining the desirability of every action. Wisconsin's successful leadership in the movement throughout the years may justly be attributed to the successful patterns of educational practice developed throughout the state with effective state and local leadership. While state and federal laws levy certain responsibilities upon the system, actions are entered into cooperatively with the local representatives. These actions are based upon combined judgments with other advisory groups.

ADMINISTRATION THROUGH INVOLVEMENT

The process of state administration is one of direction through involvement rather than imposed authority. This is implicit in the methods of administration which employ advisory groups at all levels, of many kinds, and for many purposes. The Wisconsin Board itself is a representative group. Committees composed of district administrators and other district representatives are used consistently in an advisory capacity in the development of policy and procedures. Teachers as specialists in their respective fields are drawn together for the purpose of the development of guidelines in the various curriculum areas. The "Guidelines for Program Development and Evaluation" was developed by groups composed of local school representatives working with state staff. District reorganization itself evolved from the work of a Director's Association Committee over a period of six to eight years. In fact, the Basic Plan received the endorsement of the Director's Association on several occasions as early as 1960 before it became a legislative concern in 1965.

COMMUNITY ORIENTATION

Emphasizing the concepts of community orientation, local autonomy continues to be a basic goal. Through area redesign, the communities have been expanded to include the resources necessary to conduct a quality, comprehensive program. They are local in a larger sense than formerly, but remain the basic units in the administration of vocational, technical and adult education in Wisconsin.

Adhering to the same concepts of maximum local direction and leadership, the comprehensive district concept has been developed to give even greater emphasis to these concepts. Nonetheless, it spells a new and exciting change in relationships between the Wisconsin Board and the local district.

ROLE OF STATE STAFF

The demands of modern society on vocational, technical and adult education services have far exceeded the former capability of the local school confined to its city limits in most of the state. One of the major functions of the professional staff of the Wisconsin Board has, therefore, been that of participation in the local programs to compensate for these incapabilities. The comprehensive district designation acknowledges that the district is appropriately staffed at the level to provide the comprehensive service.

The professional staff of the Wisconsin Board is thus released from essentially local operational concerns allowing members to devote their efforts more completely to the larger issues of statewide program development and coordination, professional development and quality control. This makes them more available to provide leadership; to consult with district personnel; to maintain a continuous infusion of information from across the nation and to pursue other professional activities.

Introduction

The guidelines for program development and evaluation are designed to upgrade districts to a high level of responsibility in the administration and operation of the educational program.

The resources for a function must be available to any agency before it can be responsible in accomplishing that function. The same principle applies to any sub-system of the agency. Unless the district has the resources, it cannot be responsible in the accomplishment of its functions. The responsibility for those functions, accordingly, cannot be delegated reasonably by the central agency until those resources are available and the responsible quality of the district is established.

The "Guidelines for Program Development and Evaluation" were generated to aid in defining the educational function. Evaluation procedures were developed to assure an acceptable level of operation in regard to those functions.

District organization involves the enlargement of the community to include resources now known to be necessary to fulfil those functions. Each administrative unit carries the full responsibility of the state agency for the comprehensive educational program. It now becomes not only possible for the agency as responsible government to recognize the sub-system, but it becomes its obligation to delegate those functions where they may best be performed.

For these reasons, productive self-direction must be allowed, encouraged and recognized. By so doing, we strengthen education as a "power reserved to the states."

The concept of a comprehensive district is simply that of a generative self-disciplining system which is capable of fulfilling the functions which figure in its responsibilities. The district is not relieved of professional supervision by the central agency nor of its accountability for the stewardship of funds to state and federal governments. There is provided opportunity for leadership to emerge, for creativity, self-evaluation and professional development in directions not necessarily anticipated by central leadership. This concept acknowledges several purposes which can better be accomplished locally than with central control. It provides a setting in which leadership and expertise can be developed and recognized, where it must be found, in the community setting, close to the level of operation. Above all, it provides opportunity for the people to be more a part of both its services and its direction.

Operationally, the self-disciplining concept relieves the comprehensive district of formal program evaluation procedures required under the "Guidelines for Program Development and Evaluation." This provides the district with professional liberties in program administration and educational techniques within the broader framework of legal requirements.

The collection of policies, procedures and regulations presented in this document is devoted to the development of the capability for comprehensive services in vocational, technical and adult education in the districts. These guidelines reflect the combined judgments of leaders throughout the state and nation concerning resources essential to quality vocational and technical education.

The major purpose of these guidelines beyond documenting the prevailing consensus is to provide a vehicle of communication and to accelerate the movement within each district toward a self-disciplining capability.

Although these guidelines are designed to promote high standards and quality instruction in diploma and associate degree programs, the offering of full-time programs is only one segment of the overall responsibility of vocational, technical and adult education. More people enroll in part-time job related, upgrading, apprenticeship, and general adult programs than enroll in full-time programs.

Although quality and high standards must be maintained in all vocational and technical programs, the emphasis on full-time programs must not be in lieu of comprehensiveness to meet the needs of all people.

Wisconsin Board of Vocational, Technical,
and Adult Education
C. L. Greiber
State Director

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Attention is called to the fact that other agencies do have accreditation responsibilities in some programs offered in the Wisconsin system of Vocational, Technical and Adult Education.

Part I

General Information

Philosophy And Objectives

The Wisconsin Schools of Vocational, Technical and Adult Education are organized and operated for the purpose of developing and maintaining such educational opportunities and services for young people and adults as to enable them to become occupationally competent, to better understand their responsibilities of citizenship, home and family life, to improve their health, and to help them appreciate those things which will enrich their lives.

Following are the basic concepts underlying Wisconsin vocational, technical and adult education:

1. Educational opportunity shall be provided for all the people:

   The people in a democracy, regardless of social or economic level, should have equal educational opportunities available to them.

2. Educational needs of people, as they continue throughout life, change and vary:

   As each person matures and meets the actual problems of his life, he acquires new needs and interests. As individual economic problems differ and as conditions and practices in industry change, the problems and responsibilities of intelligent citzenship also become increasingly difficult and involved.

3. Not all educational needs are met today by traditional school organization:

   Many of the basic educational needs of Wisconsin's citizens are being well met by the elementary and high schools, the colleges, and the universities of the state. There still remains the need for education to make a more skilled, confident, and purposeful citizenry. This need can and should be met by the Wisconsin vocational, technical and adult schools.

4. Education for productive work is one of the greatest needs:

   Education for life work, training that enables the individual to earn a living in a socially useful manner, is important to all people in Wisconsin. It is also basic to the total prosperity of the state. The good things in our lives today have been made possible by the work of men. Further productivity will depend upon wider knowledge

and improved skills. The Wisconsin vocational, technical and adult schools stand ready to develop those skills, knowledges, and attitudes necessary in a rapidly changing society.

5. National strength and national defense are dependent upon the productive capacity of all the people:

   Nations today are not dependent for their protection upon military force alone. They are strong only to the extent that their people have resourcefulness, productive skill, and the common understandings that undergird their unity. The Wisconsin vocational, technical and adult schools can and do contribute to the productivity of the people and to the strength of the nation.

Although the basic philosophy remains about the same as times change, the programs and curriculums must be revised to meet changing needs of people, business and industry.

Roles Of State, Districts, Schools

The people of the State of Wisconsin, through legislation, have demanded certain educational services. The Wisconsin and district boards of vocational, technical and adult education were established to administer those services. These boards, as creatures of the State, are instrumentalities of government and arms of the legislature. It devolves upon each, therefore, to fulfil the functions for which they were created. In other words, each board represents the service of the agency to its people in the entirety, irrespective of its size or capability. The challenge to district and state administration is to discover or develop the means whereby the legislative mandate may be fulfilled.

The temptation exists to fulfill those functions of particular interest or for which immediate resources are available rather than to acknowledge the full public responsibility. Some of the districts do not have the resources necessary for providing the comprehensive service. In order to fulfill the basic responsibilities, a pooling of resources is essential. Districts must be related in a manner which provides the comprehensive service to all of the people. This relationship must be such that the specific functions are accomplished by referral to or service from centers with the necessary resource.

On the basis of these principles, the Wisconsin Board of Vocational,

Technical and Adult Education has identified certain facts in regard to the nature of the service:

COMPREHENSIVE CENTER

This school has the responsibility to the District Board of Vocational, Technical and Adult Education for the full breadth of the functions and philosophies of the Wisconsin Board of Vocational, Technical and Adult Education. The functions must be maintained at a quality consistent with Wisconsin Board policies and the functions must be made available to all the people within the district. This would include supporting services to all aspects of the programs throughout the district.

COMPREHENSIVE DISTRICT

Background

Whereas the "Guidelines for Program Development and Evaluation" perform a vital role in school and program development, in some cases they have failed to stimulate development beyond the minimum or to achieve quality in directions not anticipated or prescribed in the guidelines relating to reorganized districts. They become superfluous to schools which by local policy exceed state minimums.

The maximum application of our educational resources cannot be achieved unless maximum opportunity exists for their development and identification. This opportunity is enhanced through the diversified approach which is made possible in the Comprehensive District concept.

Legal Authority

The Wisconsin Board in its regular meeting on September 21, 1964, approved criteria for the designation of Self-Disciplining Centers which are relieved of formal program evaluations for the purpose of state accreditation. However, program designation and development must be accomplished according to "Procedures for New Technical Program Approval". Minimum requirements include:

(1)Service in at least five major curriculum areas.

(2)At least five approved associate degree programs.

(3) At least 600 full-time enrollments in State-designated Associate Degree and Diploma programs.

PROGRAM CONTROL

Control of these programs is maintained through supervision and aid policies.

A district with an approved Comprehensive Center for Vocational, Technical and Adult Education may qualify as a Comprehensive District by demonstrating to the Wisconsin Board, over a period of time, a high level responsibility in the above and in the following respects:

A. Continuing self-evaluation procedures
B. Mechanisms for internal control
C. Mechanisms for community responsiveness
D. Area coordination staff
E. Comprehensive extended field services
F. Supporting personnel including research and planning
G. Tuition policies to assure transfer and referral as implements of the comprehensive service
H. Plan for district identity to counteract provincialism
I. Evidence for long range planning
J. Program responsiveness to program needs

Districts having a Comprehensive Center meeting these criteria; which have maintained standards of quality as revealed in an all-district review on the basis of Criteria of Comprehensive Districts, and have been accepted for candidacy for membership in an approved accrediting association, may be recommended to the Wisconsin Board for designation as a Comprehensive District.

WISCONSIN BOARD

Evaluation of programs is a continuous supervisory responsibility. Difficulties which may be identified in district operation may be handled through staff recommendations, referral for a team visit or an intensive task force review. The Wisconsin Board bears the responsibility for stewardship of state and federal funds and may withhold reimbursement in the fulfillment of that responsibility.

The Comprehensive District concept establishes [illegible]nsive review technique as a problem-oriented pro[illegible]e rat[illegible]han a cyclic requirement.

The district is given this distinction on the basis of its sound operation, its capacity for self-evaluation and its involvement in professional organizations concerned with quality education. These are partially defined by the criteria listed in Paragraph Two above. The necessity for this relationship is presented in the Preface of this document.

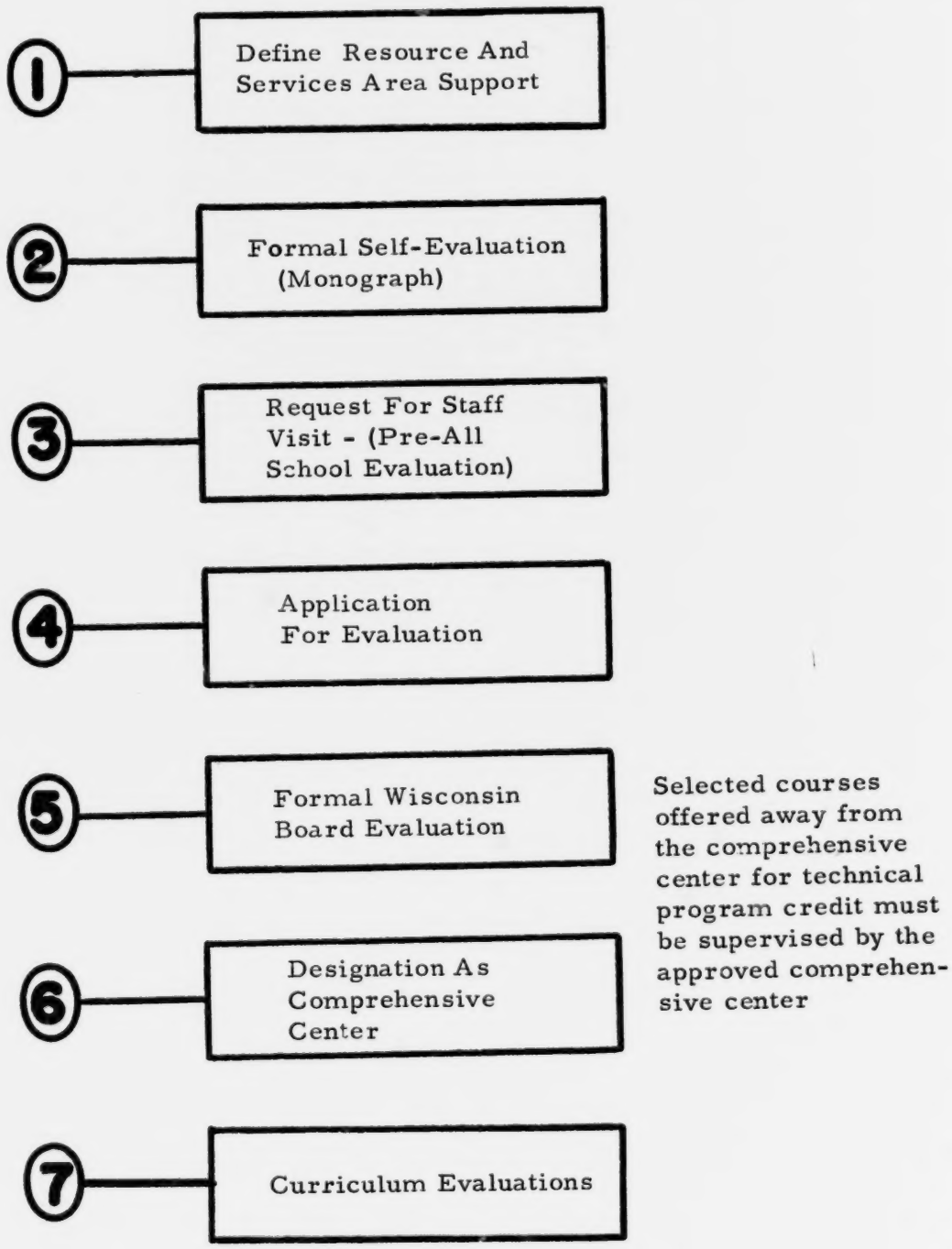


FIG. 1 Development Of A Comprehensive Technical Institute Center

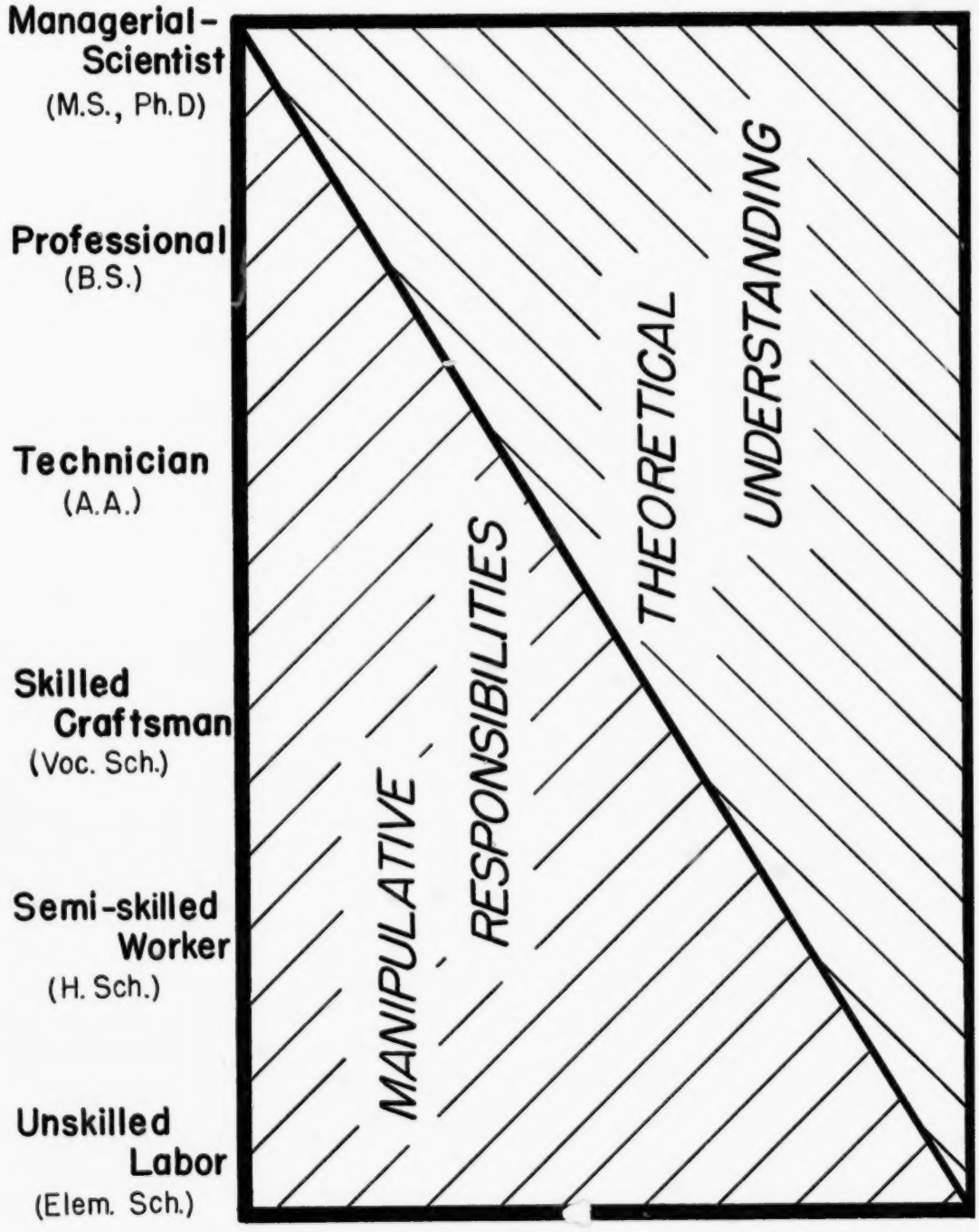


FIG. 2 Manipulative And Theoretical Understanding

Advanced Standing

STUDENT ACCREDITATION

Student accreditation is the process of determining the amount of credit due toward completion of a vocational or technical program. Credit will be based on previous education and/or work experience. Maximum credit allowed for any course cannot exceed local credit standards for similar courses.

PROCEDURES AND REQUIREMENTS

A. Applications for advanced standing for credits earned in other educational institutions should be made to the accrediting committee. Credit granted for advanced standing should be temporary and subject to revision at the end of the first semester following enrollment of the student.

B. Students should be in residence at the school for one year to be eligible for associate degree graduation.

C. The diploma awarded to graduates from accredited programs should not be presented unless the students have obtained satisfactory achievement in their major fields.

D. Accrediting Committee: The local accrediting committee for advanced standing should consist of three staff members who could be the Instructional Supervisor, Department Head, and one functioning faculty member. Their findings to be submitted to the school administrator for approval.

E. The school evaluating advanced standing reserves the right to determine questions of doubt on advanced standing by tests or examinations.

F. Grades of less than "C" should not be considered for credit evaluation.

G. The responsibility for evidence of credits earned at other educational institutions should rest upon the student.

Part II

Procedures For Associate Degree Program Development And Evaluation

Associate Degree

PROCEDURES FOR PROGRAM DEVELOPMENT AND EVALUATION

Since their inception in 1911, Wisconsin Schools of Vocational, Technical and Adult Education have followed the principles of responsive accomodation to changing educational needs and conditions.

They have successfully provided opportunity for youths to secure intensive practical, skill training which made it possible for those so trained to enter skilled and semi-skilled industrial and business occupations. These avenues of training have long been available to those who seek to prepare themselves for work. These schools appear to be adequately meeting the educational needs of youths desiring specific skill training leading to employment.

Search for more complete and broader patterns of training for high school graduates not planning to continue their academic training has indicated the need for a new approach to the problem. The training best meeting the needs of these graduates is termed technical education. "Technical" being the term used to describe a broad middle level of occupations in such fields as data processing, office services, electronics, mechanical design, automotive, medical, applied and graphic arts, fire science, law enforcement, food service, marketing, and others. Many of these occupations do not serve as a profession, but all have common educational requisites. These requisites generally are more rigorous and theoretical than those for vocational areas, and more specialized and applied than for the professional level.

The establishment of technical education departments in our schools appears to be the most logical solution to this need for broader and more complete patterns of training. The course offerings of these technical departments are designed to provide a balance of general, theoretical and technical information, in contrast to the aim in vocationally-oriented programs which are designed, primarily, to provide skill training.

The function of the technical departments then, is to prepare young people to live in a world of new inventions and technical processes, to achieve greater success in the satisfaction of human wants, and to meet new demands for competence in citizenship and community living. These technical departments will, therefore, be charged with the task of assuring technical training with supporting general education. An adequate balance would be maintained between training leading to occupational competence and that which leads to a full appreciation of the responsibilities of citizenship and community living.

Recognition was given the technical program by the Wisconsin legislature with Bill No. 376,S. This bill, passed by both houses of the Wisconsin Legislature and signed into law by Governor Nelson on May 4, 1961, Chapter 41.13(5) provides that graduates of the two-year technical programs be granted an associate degree.

Under State Law, the Wisconsin Board of Vocational, Technical and Adult Education may authorize district boards of vocational, technical and adult education to grant associate degrees to students who successfully complete two full years of technical-level instruction in courses the standards of which meet requirements established by the Board. The courses for which an associate degree is authorized must be in the field of study designated by the Wisconsin Board and be designed to prepare the student for entrance into technical-level occupations and shall be evaluated as such by committees appointed by the Wisconsin Board of Vocational, Technical and Adult Education.

Criteria For Vocational-Technical Associate Degree Programs

Criteria for technical program operation are needed to ensure the fulfillment of the philosophy as stated by the Wisconsin Vocational, Technical and Adult Board. The list of criteria needs to include an accepted system of granting credit, a balance between general education and occupationally-oriented subjects, and an accrediting procedure. The criteria as follows should be used by the districts as a guide in the development of their new programs, so they will fulfill the requirements for granting an associate degree.

The minimum level of technical education which will be required to offer the associate degree in Wisconisn will be 64 semester hours as defined in the Wisconsin Board's minimum standards, with no fewer than 30 semester hours dealing with the major field of instruction. The basic technical program curriculum in the Trade and Industrial technologies is adopted from the report of the American Society of Engineering Education Study Committee report on characteristics of excellence in technical education programs. It suggests a program of 72 semester hours, 33 of which are in the major field.

The Semester Hour Credit is described as follows:

The generally accepted system is to grant one credit for three hours of study per week, whether in classroom, laboratory, assigned outside study, or any combination thereof. An academic hour is usually defined as a 50-minute class period. Thus, one credit is equivalent to one hour of classroom lecture or recitation per week plus approximately two hours of assigned outside study. Alternatively, one credit is normally granted for approximately two hours of laboratory work per week plus one hour of assigned outside study, or three hours of laboratory work per week with no assigned outside study.

If one credit is granted for a period of from 16 to 18 weeks it is normally called a semester credit. If one credit is granted for an academic

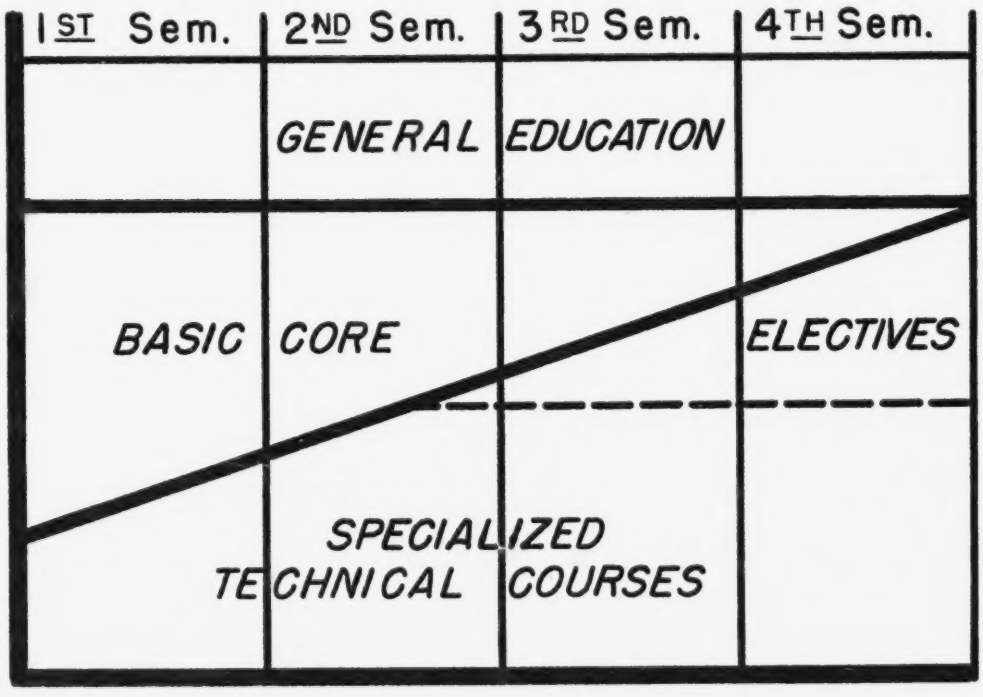
quarter of 11 to 13 weeks, it is normally called a quarter credit. Usually a quarter credit is considered to be two-thirds of a semester credit.

	Lecture	Laboratory	Shop	Outside	Credit
Base	1	0	0	2	1
Base	0	2	0	1	1
Base	0	3	0	0	1
Communication Skills	3	0	0	6	3
Typing	2	3	0	4	3
Descriptive Geometry	1	4	0	4	3
Accounting	3	2	0	7	4
Mechanical Servicing-Automotive	1	0	9	2	4

A student would be considered full-time if he is enrolled for 12 or more credits per semester.

Technical Education Two Year Associate Degree

Subject matter emphasis by semester based on 64 credit hours



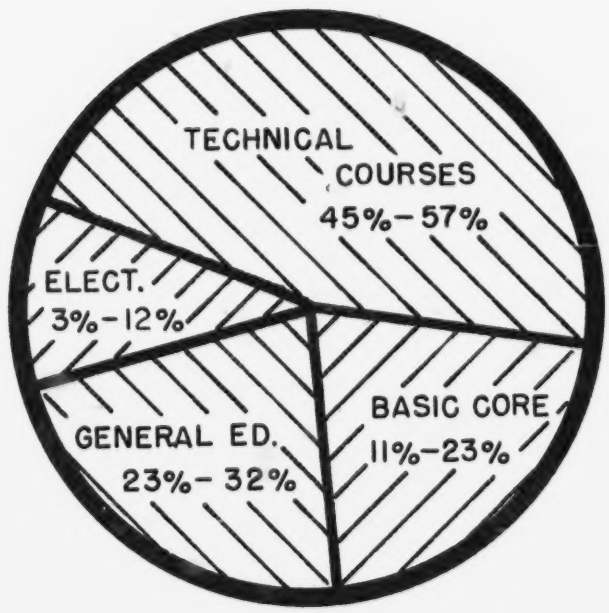


FIG. 3 Subject Matter Emphasis - Associate Degree Programs

Curriculum For Associate Degree Programs

Required Courses

Communication Skills	6
American Institutions	3
Psychology of Human Relations	3
Economics	3
Orientation	0
	15
General Education Electives	6
	15-21

Basic Supportive Core

A. Industrial, Service, and Engineering Technologies	
*Mathematics	9
Physical Science	6
	15
B. Business Administration	
Accounting I	4
Business Mathematics	3
	7
C. Agriculture	
Conservation – Horticulture – Food Process	15
Agri–Business	15
D. Home Economics	
Physical and Biological Sciences	6
Behavorial Sciences	4–8
Social Science or Humanities	6–10
	16–24

* 4 credits not required for non-mathematics oriented technologies.

E. Health Occupations	
Physical and Biological Sciences	12–16
Behavorial Sciences	3–6
Social Sciences or Humanities	3
	18–25
Technical Core	
Industrial, Service and Engineering Technologies	32–36
Business Administration	34–39
Agriculture	34
Home Economics	34–40
**Health Occupations	32–50
Electives	
Industrial, Service and Engineering Technologies	2–6
Business Administration	3–8
Home Economics	4–10
Health Occupations	2–3
	Minimum 64 credits

** Certain programs may include one or two summer sessions.

Plans And Policies For Accrediting Associate Degree Programs

ACCREDITING

I. Introduction.

A. DEFINITION. An accredited associate degree program on the "Technical Institute" level is one which has met the standards established by the Wisconsin Board of Vocational, Technical and Adult Education.

B. ACCREDITING BODY. The Wisconsin Board of Vocational, Technical and Adult Education shall be the accrediting agency for associate degree programs.

C. PURPOSE OF ACCREDITING PROGRAMS iN TECHNICAL EDUCATION.

1. To assure the people of Wisconsin that standards adequate to achieve a suitable technical education have been established by a legally constituted state administrative agency.
2. To encourage the creation and development of educational facilities suitable to the needs of a modern technical economy.
3. To encourage legally created educational instrumentalities of Wisconsin with present authority to provide technical training services, to actually do so.

D. POLICIES FOR ACCREDITING ASSOCIATE DEGREE PROGRAMS. The Wisconsin Board will use such assistance as is deemed necessary in determining as associate degree program's fitness for accreditation. Such assistance may be by committees made up of business or industry leaders, local administrators of vocational education and state staff members.

Procedures For New Associate Degree Program Approval

1. The school will indicate by letter and Wisconsin Board of Vocational Technical and Adult Education Form No. VE-CU-2 to the State Director their interest in establishing a new program. (See Fig. 4)

2. The school will be notified by letter from the State Director to prepare a proposal for presentation to the Wisconsin Board. The proposal will include:

I. Philosophy of School

II. Need – Purpose

- A. Occupational Survey – Local, State, National
- B. Population Support
  1. Location and size of population served
  2. Population use of program
  3. Testimonials

III. Foundation for Program

- A. Present Programs
- B. Facilities
- C. Staff
- D. Advisory Committee and its Function

IV. Curriculum Course Description

- A. First-Year Courses Including Basic Core
- B. Second-Year Courses Including Basic Core

V. Students

- A. Admission
- B. Facilities
- C. Activities

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin 53703

Form No.
VE-CU-2

Indication of Interest

This form is an indication of interest in the development of a new program and does not replace a program proposal. The information need not be in detail, but should be a brief, realistic appraisal of the program.

District: _____ School: _____

Type of Program: Associate Degree ☐ Diploma 1 Year ☐ 2 Year ☐

Program Title: _____

Program Objectives: _____

_____

_____

Reason for Interest: _____

_____

_____

_____

Allied Programs Presently Offered: _____

_____

_____

Projected Student Enrollment: _____

Core and Related Staff Needs:

Presently Employed _____

Projected _____

Facility Needs:

Present _____

Projected _____

Funds Available for Program Development: _____

_____

_____

_____

FIG. 4 Indication Of Interest Form

VI. Additional Requirements to Implement the Program

A. Staff
B. Facilities
C. Funds Available for Program Development
D. Estimated Cost of Program
   1. Instruction
   2. Facilities – Remodeling, construction, etc.
   3. Equipment

VII. Service

A. Number in Program
B. Projected Number of Graduates

VIII. Projections and Conclusions

A. Starting Date
B. Additional Supporting Materials

IX. Request for Program Approval Form VE-CU-3

3. A committee composed of Wisconsin Board staff members will review each proposal. Suggestions will be made by the committee for corrections, additions and deletions if needed.

4. After satisfactory completion of the proposal, the State Director will consider the proposal for designation.

5. The State Director will submit the program designation to the Wisconsin Board for approval. The Wisconsin Board in turn will submit the program to the Coordinating Council for Higher Education for approval.

6. The district will be notified by a letter from the State Director that it has been designated to start the program.

7. The district will be responsible for initiating and conducting the program.

8. The program may be evaluated in the second year of operation and permission to award the associate degree can be granted upon Wisconsin Board approval.

Form No.
VE-CU-3

REQUEST FOR PROGRAM APPROVAL
FOR
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
AND
COORDINATING COUNCIL FOR HIGHER EDUCATION

DISTRICT _____ SCHOOL _____

PROGRAM _____

PURPOSE OR OBJECTIVE _____

SUPPORT _____

CURRICULUM _____

OTHER _____

FIG. 5 Request For Program Approval

Program Evaluation Procedures

Under State law, the Wisconsin Board of Vocational, Technical and Adult Education may authorize district boards of vocational, technical and adult education to grant associate degrees to students who successfully complete two full years of technical level instruction in courses, the standards of which meet requirements established by the Board. The courses for which an associate degree is authorized must be in the field of study designated and be designed to prepare the student for entrance into technical-level occupations and shall be evaluated as such by a committee appointed by the Wisconsin Board of Vocational, Technical and Adult Education.

The district also has a responsibility to the evaluation committee, in that certain materials pertaining to the program must be prepared and accommodations must be provided for the committee during their visit, at the district's expense. The main piece of material the district must prepare for the committee is the self-study monograph of the program. This is to provide the district with an evaluation by its own staff and local committee, and to present the committee with an instrument to use as a guide to the instructional units, administrative procedures, facilities, and staff that are involved in the program.

Contents Of
Associate Degree
Self-Study Monograph

I. INTRODUCTION

A. Title Page
B. Foreword
C. Table of Contents
D. Philosophy of the District
E. Need for the Program
F. Purpose of the Program

II. PROGRAM

A. Curriculum
B. Course Outlines
1. Course Title
2. Course Number
3. Classroom Hours
4. Course Credits
5. Course Description
6. Course Objectives
7. Course Outline
8. Textbook Required

a. Title
b. Author
c. Publisher
d. Copyright Date

9. Reference Texts and Resource Materials Used
10. Student Supplies and Tools Required

III. PHYSICAL FACILITIES AND EQUIPMENT

A. Offices

1. Supervisor
2. Instructors

B. Program-Classrooms

1. Major Class Instructional Room (s)
2. Major Class Laboratory (s)
3. Other Classrooms-Laboratories-Shops

IV. SUPERVISION AND ADMINISTRATION OF THE PROGRAM

A. Supervisor's Background

1. Educational Background
2. Supervisory Experience
3. Instructional Experience
4. Practical Work Experience
5. Civic and Professional Affiliations

B. Administrative Duties

1. Technical Program
2. Vocational Program
3. Teacher Supervision (Training)
4. Other Assignments

V. INSTRUCTIONAL PERSONNEL

A. Instructor Qualifications

1. Area of Instruction
2. Educational Background
3. Institutional Experience
4. Practical Work Experience
5. Civic and Professional Affiliations

B. Teaching Assignment Schedule

C. Other District Responsibilities

VI. PROGRAM ADVISORY COMMITTEE

A. Purpose
B. Members and Descriptions of Area of Representation
C. Meeting Place and Time
D. Minutes of Last Year's Meetings

VII. STUDENTS

A. Student Services
B. Student Activities

VIII. SCHEDULES–PROGRAM

A. Present School Year
B. Previous School Year
C. Next School Year (Tentative)

IX. PLANS FOR FUTURE PROGRAM DEVELOPMENT

A. Technical Courses
B. Vocational Short Unit Day and Evening Classes

Procedures For Formulating Associate Degree Evaluation Committees

The Wisconsin Board will use such assistance as is deemed necessary in accrediting a program. Such assistance may be committees made up of district administrators, local department heads of business and industrial management, and employees, or any combination of these groups, as the situation demands.

Committees developed to evaluate associate degree programs will be considered ad hoc advisory committees to the Wisconsin Board of Vocational, Technical and Adult Education. The appointment of committee members will be by the Wisconsin Board according to the following procedures:

1. Correspondence will be directed to the executive officer of groups, institutions, agencies, or organizations being considered for representation on the committee.
2. Individuals will be selected from among persons nominated.
3. Balance will be sought between employee and employer representation with representatives also from the Director's Association, district staffs, local schools, teacher training institutes, state staff and such other representation as is considered desirable by the Wisconsin Board.

4. Information including state standards, agenda, self-evaluation reports and other literature pertaining to the program will be provided by the state staff assigned and by the district prior to the scheduled evaluation.
5. Under no circumstances are persons to be recommended for committee membership who have been employed by the district or from the service area of the district.

State staff assigned to committee organization will inform personnel of committee organization and industries represented. Contacts are the responsibility and prerogative of the Wisconsin Board of Vocational, Technical and Adult Education and will be made through channels of that board.

Evaluation

Committee Arrangements

District's Responsibility

I. List of evaluation team members will be sent to the district approximately one month prior to evaluation.

II. A. The District should send letters immediately thereafter to each person stating what housing arrangements are being made.

B. A statement of appreciation is proper at this time.

C. If possible, a monograph should be sent. It should be sent to committee members at least two weeks prior to evaluation.

III. A. Arrangements should be made by the district for lodging the evaluation team so that the team can charge their meals and lodging to the district.

B. Expense forms for travel and allied expenses for the evaluation team should be given to state staff prior to the orientation meeting.

IV. A conference room should be provided for the evaluation team during the evaluation.

V. Directors and department heads' presentations should be approximately 10 minutes each. Questions should be kept at a minimum by the committee at this time, as there will be sufficient time for consultation and questions during the evaluation.

VI. Tour of Facilities. Only those areas of the school involved in the program evaluation should be toured.

VII. Luncheons should be arranged so that a minimum of time be allowed and thus not interfere with the evaluation time schedule.

VIII. Evening dinner (optional). Members of the district board, advisory committee, departmental supervisor, and the staff may be invited to attend.

Short program (optional). – Chairman State Staff Consultant.

*A. Introduction of persons attending.

+B. Remarks by Director on district's desire to provide technical training (specifically this program).

+C. Remarks by State Staff members on evaluation procedure.

+D. Remarks by district board member or advisory committee member on the evaluation and their involvement.

+E. Question period – Concluded by state staff person.

NOTE: Evaluation report will not be available until it is in final form and has been approved by the Wisconsin Board of Vocational, Technical and Adult Education and has been submitted to the District Board.

*Before dinner

+After dinner – each section six minutes or less.

Evaluation Program Schedule

FIRST EVENING

8:00 – 9:30 p.m. (MEETING ROOM IN HOTEL-MOTEL OF RESIDENCE OF TEAM)

A. Orientation to Technical Education

B. Procedures of Evaluation
   1. Steps Leading to Program Evaluation
   2. Committee Organization
   3. Evaluation Instruments
   4. Time Schedule

C. Recorder – State Staff Consultant

D. Expense – How Reimbursed

E. Identify Chairman
F. Sub-Committee Formation
G. Sub-Committee Orientation

SECOND DAY

8:30 – 9:30 a.m.	Local School – Presentation
	A. Philosophy of School
	B. Need for the Program
	C. Development of Program
	D. Tour of Facilities
9:30 – 11:45 a.m.	Sub-Committee Members Evaluate Their Respective Areas
11:45 – 1:00 p.m.	Luncheon
1:00 – 4:00 p.m.	Continue Study of Areas and Visit Classes
4:00 p.m.	Committee of Whole – Announcements
6:00 p.m.	Dinner
8:00 p.m.	Sub-Committee Members Review Materials

THIRD DAY

8:30 a.m.	Sub-Committees Evaluate Their Respective Areas
9:30 – 10:00 a.m.	Sub-Committee Meetings
10:00 – 10:15 a.m.	Local Publicity (Reporter, etc.)
10:15 – 11:45 a.m.	Sub-Committee Reports to Committee as a Whole
11.45 a.m.	Preliminary Report to the District Director
12:00 Noon	Luncheon
	Adjournment

Evaluation Procedures - Committee Instructions

COMMITTEE: FRAME OF REFERENCE

Standards vs. Self-Evaluation Report

Are the objectives adequate? Is the philosophy appropriate? Are the minimum standards met in spirit and intent, including scheduling and staff?

Self-Evaluation Report vs. Instruction

Is the program fulfilling its stated objectives? Is the content of the report found in the classroom as a part of organized instruction? How closely is the scope and sequence of the report fulfilled in the student-teacher relationship?

Self-Evaluation Report vs. Facilities and Equipment

Are facilities and equipment adequate to carry out the curriculum objectives as set forth in the self-evaluation report?

COMMITTEE: LEVELS OF REACTION

1. Commendation:

   This reaction is equally important in providing direction to the school. Aspects of the program which are especially effective or well done should be acknowledged by a statement of commendation in the official report.

2. Suggestion:

   This is a reaction without prejudice which does not affect approval of the program. It is an idea, observation, or comment which may be useful to the school in program development, improvement, or in administration. It is considered important by the committee but is left to the discretion of the district.

3. Recommendation:

   Reactions of this level permit tentative approval. Reasonable progress must be shown in subsequent re-evaluations. Matters of condition which involve hardships in point of time or budget may be declared recommendations with or without specified time limits. These become charges to the re-evaluation committee.

4. Condition of Approval:

   Approval of a program is withheld until this type of stipulation is fully satisfied. The report with a recommendation may be submitted to the Wisconsin Board of Vocational, Technical and Adult Education after conditions have been satisfied by the district. In cases involving district policy or commitments in staff, finance, or facility, formal actions of the district board should be expressed in writing to the State Director.

Program Evaluation - Sub-Committee Assignments

The evaluation committee members, during their orientation meeting, may be divided into three sub-committees. Each sub-committee will be responsible for a definite part of the evaluation. The assignments indicated below refer to the various parts of the evaluation instrument.

Committee A – I, VI, VII, VIII

I. Supervision and administration of program

VI. Student Services
   - A. Selection
   - B. Guidance and Counseling
   - C. Placement
   - D. Extracurricular

VII. Program advisory committee

VIII. Plans for future program development

Committee B – II, III, IV

II. Instructional Personnel
  A. Qualifications
  B. Teaching load
  C. Instruction
  D. Professional activities

III. Physical facilities – program

IV. Library

Committee C – V

V. Curriculum
  A. Objectives and purposes of program
  B. Need for program
  C. Compliance with minimum state standard for program
    1. Curriculum
    2. Course outlines – instructional aids
    3. Instruction
  D. Instructional Personnel
    1. Qualifications
    2. Teaching load schedule
    3. Instruction
    4. Professional activities

Form No. VE-CU-5

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Madison, Wisconsin 53703

CHECK LIST FOR PROGRAM EVALUATIONS

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
I. Supervision & Administration of the Program					
A. Is authority delegated to the department so that their responsibilities may be discharged effectively?	Lines of authority must be clearly established				
B. Is communication sustained on a professional level from director to those involved in this program?	What formal communication procedures exist? Committees, organizations, conference procedures, written communications, etc.				
C. Is supervision and administration of the program being maintained?	What is the relationship of the program to total school and district operation? Are leadership roles properly filled? What contribution is being made by supervision and administration to the success of the program?				
D. Does separation exist between vocational and technical courses; between beginning and advanced technical courses; and between subject titles of the curriculum?	Are enrollment, staff and space sufficient to schedule all necessary levels and objectives in the program?				
E. On what basis has the need for this program been determined?	What studies have been made? What follow-up information is available?				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
F. Are department heads properly qualified? 1. Industrial or business experience. 2. Educational Background. 3. Professional growth activities.	What are the strengths? In what responsibilities does he need development?				
G. Is the supervisory staff adequate? Is it properly specialized in terms of assignment? Are activities as described appropriate?					
II. Department Personnel					
A. Are teachers employed and assigned to instruction that falls within their professional education major?	Teachers should be employed in their specialty.				
B. Are teacher loads adjusted to levels which allow for preparation and curriculum development?					
C. Do teachers participate in professional growth activities? 1. In-service teacher training. 2. National, State and privately-sponsored institutes in specific areas.	The professional growth record for each teacher should be available. A district policy should exist which encourages professional growth with cyclic requirements and salary benefits.				

Item	Criteria or Essential Points	6 Superior 5	4 Accepted 3	2 Unaccepted 1	Findings and Stipulations
3. Extension or resident college classes. 4. Professional membership and participation.					
D. Are teachers in this program properly qualified?	Technical instructors in Associate Degree Programs must meet state standards for full-time programs in technical education.				
1. Education 2. Employment experience 3. Teaching experience 4. Certification status	A statement from the state supervisor of certification on each instructor, giving his certification status, is desirable.				
III. Facilities–Are They Adequate?					
A. Available classrooms	At least one lecture classroom devoted to the program major. Classrooms for related and academic subjects scheduled appropriately for this program.				
B. Laboratories and equipment for this program 1. Appropriate testing laboratories 2. Do the laboratories provide opportunity for student participation? 3. Is equipment up-to-date from the stand-point of current business and industrial practices? 4. Is safety prominent in the design and operation of classrooms, shops and laboratories?	Basic Laboratories–These laboratories deal with the general education and basic technical core subjects. They should be so designed and equipped to provide the student and instructor an environment that is compatible to current standards for efficient learning. Specialized Laboratories–These laboratories should be designed and equipped to provide an optimum learning environment for the technical area of specialization. The equipment selection should reflect current business and industrial				

Item	Criteria or Essential Points	6 Superior 5	4 Accepted 3	2 Unaccepted 1	Findings and Stipulations
5. Does the district have a planned equipment replacement program? What percent per year?	practices. The design of the laboratories should encourage student participation in the learning process.				
6. Is audio-visual equipment adequate?					
a. Overhead projectors—transparencies.					
b. Teaching machines.					
c. Closed circuit television.					
d. Models, mock-ups, cutaways, etc.					
e. Filmstrip projector.					
f. Movie film projector.					
VI. Library	**(20,000 volumes/1,000 students)**				
A. Is the program served by a central library?	Departmental reference shelves should contain texts and references in adequate number and variety for immediate needs of a quality program. A good number of texts and references should also be available in the central library in addition to the greater variety of general and related works.				
B. What use is made of public libraries?					
C. Are specialized departmental references adequate?					
D. What provision is made for library development concerning this program.	A functioning program of library improvement should exist.				
E. Are professional and technical periodicals appropriate and of good variety?	Properly qualified personnel should direct the library function including the classification and accounting of departmental books.				
F. What methods are used to check frequency of library usage by students in this program?	Evaluation, registrations returned to instructors, etc.				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
V. Curriculum					
A. Does the curriculum as presented by the school meet the requirements of the State minimum programs standards?	A qualified person should have responsibility for coordination of curriculum development. A staff person within the program major should also be assigned chief curriculum responsibility.				
B. Do courses provide for up-to-date content?					
C. What is the status of teaching aids? 1. Lesson plans 2. Assignment sheets 3. Information sheets 4. Activity sheets 5. Evaluation (Testing) 6. Texts, references, workbooks, and resource materials and people 7. Modern instructional media	The instructional staff should provide for review samples of their instructional materials. These materials should show instructional units in a progressive learning sequence. They should also reflect good organization as well as depth of preparation in the subject area beyond topical outlines.				
D. Is there an organized program of curriculum research and development?					
VI. Student Services for the Program					
A. What provisions are made for obtaining information about students?	1. Records from previous school 2. Admission testing program 3. Personal data questionnaire 4. Individual interviews 5. Periodic ratings by teachers 6. Conferences with teachers				
B. What provisions are made for the maintenance and use of the information about students?	1. Forms that provide accurate recording of data 2. An accessible individual cumulative file				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
	3. The duplication, safe storage, and organization of records 4. The accumulation of test data for the development of local norms 5. Utilization of various available state forms				
C. Does the present counselor/ student ratio provide adequate guidance services?	1. Each full-time student should be counseled at least once a year excluding intake or pre-enrollment counseling 2. Whenever possible, administrative procedures should require all dropouts to be counseled prior to leaving school 3. Yearly research in the form of follow-up studies should be made of graduates and dropouts 4. Selection and placement of students in appropriate curricula is accomplished 5. Occupational, educational and vocational information is disseminated to individuals and groups 6. The drop-out rate is reasonable and is constantly being studied with alternate educational opportunities provided for those not capable of completing the program				
D. Are student services facilities adequate to provide quality guidance services?	1. Lighting comfort, attractiveness, and accessibility to students 2. Privacy 3. Storage of information, supplies, etc. 4. Secretarial help 5. Adequate administrative forms to implement the program				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
E. Is placement of graduates a student services responsibility and is it coordinated?	1. Utilization of local Wisconsin State Employment Service offices 2. Utilization of various school and district coordinators 3. Do second-year enrollments indicate sound operation and good holding power 4. Other agencies				
F. Is the student services office responsible for other ancillary services? 1. Housing 2. Health 3. Varoius loans and scholarships and work-study programs 4. Extra-curricular activities	The student housing facilities should be checked by district personnel What arrangements have been made for periodical health care of the students.				
VII. Advisory Committees A. Are advisory committees for this program properly constituted and active? B. Meetings per year	Review committee minutes. (Suggest minimum number of meetings–1 per year)				
VIII. What are the plans for future development? A. Program B. Campus C. Personnel					

Note: Suggestions for committee organization:
The evaluating team may work in sub-committees. These could be as follows:

Committee A	Committee B	Committee C
Units I, VI, VII, VIII	Units II, III, IV	Unit V

Part III

Procedures For Diploma Program Development

Diploma Programs

Since the system was begun in 1911, Wisconsin vocational-technical schools have based their planning on the recognition that the state, lacking raw materials which can be worked with unskilled labor, must depend on industries and businesses which employ highly skilled manpower. This basic reliance on highly developed skills is even more true in the now than it was a half-century ago. Other states can depend to a larger extent upon the unskilled worker. Wisconsin's prosperity, and the happiness of its citizens, must be built essentially on highly-developed craft and technical skills.

The role of the vocational, technical and adult education system, then, has been and continues to supply the state with well-qualified people whose training is at less than the baccalaureate level.

> **In fulfilling this role it is immediately apparent that the basic objective must be occupational training. However, it became very clear almost at the outset of developing occupational training that the system must also offer opportunity for the student to understand health and safety, the responsibilities of citizenship, and an appreciation of those things which enrich life and make it more satisfying. Without these subsidiary objectives, the student could not become completely and satisfactorily occupationally competent.**

We live in an age of rapid change. Just as we recognize that as people age and mature their interests and educational needs change; so, too, we must recognize that the state's business and industrial complex has changed, and will continue to change in the future. Automation, the computer, changes in transportation and communication, the development of new tools and processes, and the creation of new businesses and skills—these changes produce both added employment opportunities for those with the new skills needed; and also unemployment of those without skills for whom the job market has narrowed, and underemployment for those whose skills have not kept up with industrial progress.

Thus, these changes become a clear mandate to the vocational-technical system to provide training to provide people with the skills they need in a changing economy, or as they undergo personal change.

If this challenge of change is to be accepted, it follows that we must be able to identify the routes educators must take to develop the kinds of

programs which will best serve new needs. The purpose of these guidelines is to assist educators and interested persons in industry, business and labor to define the types and levels of training which must be offered if the state and its citizens are to be prosperous and happy.

Without training matched to the times, business and industrial innovations can become a burden to society through spreading of unemployment, instead of a blessing due to increasing opportunity. Improved planning and efforts are necessary if we are to assure that men, women, and young people in the state will be trained both in needed specialties and in broad-based programs which will give them ability to meet change. It is a basic policy of the Wisconsin Board of Vocational, Technical and Adult Education to identify both statewide and local needs through constant cooperation with advisory committees in every field who can keep the educators abreast of state and local changes in business and labor needs.

In addition to meeting needs from a business and industry point of view, basic Wisconsin Board policy recognizes the need to meet the student where he is in terms of education and ability. Thus, the philosophy of "what do you need, what time do you have?" remains basic throughout the system. That is, the schools must be firmly committed to the effort to provide instruction at the level, rate, and amount which matches the students' ability to learn. There must be a clear understanding of the types of instruction which are currently offered in the schools, and will be in the future. There are the diploma programs in which preparatory skills for a craft or other occupation are taught. Contrasted to these programs are the programs, often leading to the associate degree, in which less emphasis is placed on manipulative skill, and more emphasis is placed on theoretical concepts and practices. These associate degree programs are oriented toward technician and mid-management levels in business and industry. Either type of program, but particularly the diploma programs, may lead to apprenticeship.

At all levels, two concepts must be kept in mind—the need for meeting state and local employment needs on the one hand; and the need to meet the individual student's needs on the other. Using these concepts as guides, programming in Wisconsin Schools of Vocational, Technical and Adult Education can continue to be developed on an effective, high quality basis.

Diploma Program Criteria

The minimum requirements of state-oriented vocational-technical diploma programs are based on entry or job advancement standards and curriculum balance.

Districts desiring to offer a state-oriented vocational-technical diploma program must adhere to "procedures for new vocational-technical diploma program approval".

The Wisconsin Board of Vocational, Technical and Adult Education will review all district requests for vocational-technical diploma curriculum offerings that fall within the responsibility assigned the Board. To perform this review, the Wisconsin Board will utilize the counsel of state and local advisory committees, Wisconsin State Employment Service, teacher and/or supervisor curriculum committees, national and state agencies, as well as organization publications.

The amount of emphasis per week on applied basic skills, major subject, and electives will vary from semester to semester, depending on the lengths and types of programs. Fig. 7 illustrates the above-mentioned areas of instruction.

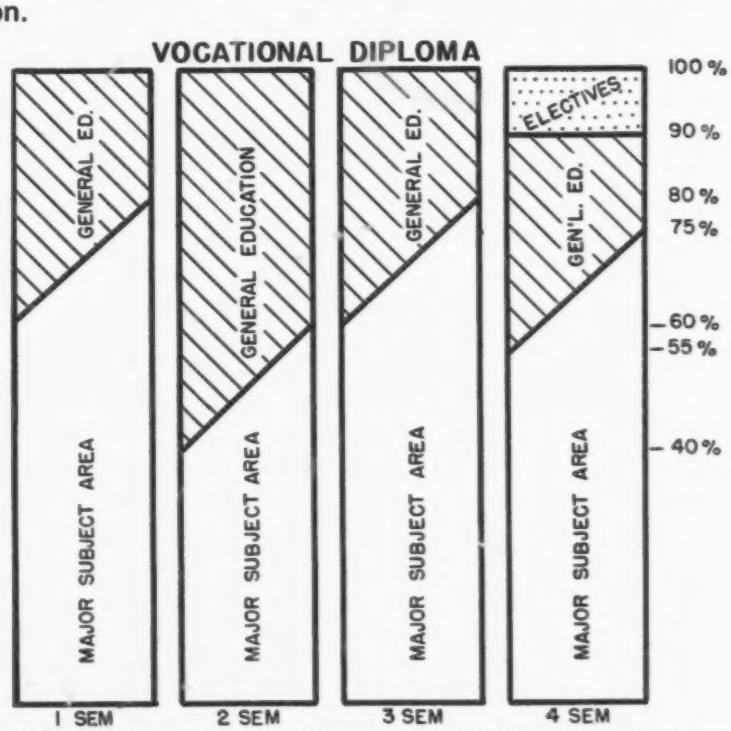


FIG. 6 Subject Matter Emphasis - Diploma Programs

Procedures For New Full-Time Diploma Program Approval

1. The district will indicate by letter and Wisconsin Board of Vocational, Technical and Adult Education form No. VE-CU-2 (Fig. 4) to the State Director its interest in establishing a new program.

2. The district will be notified by letter from the State Director to prepare a proposal for presentation to the Wisconsin Board. The proposal will include:

I. Philosophy of the District

II. Need – Purpose

- A. Occupational Survey – Local, State, National
- B. Population Support
  1. Location and size of population served
  2. Population use of program
  3. Testimonials

III. Foundation for Program

- A. Present Programs
- B. Facilities
- C. Staff
- D. Advisory Committee and its Function

IV. Curriculum Course Description

- A. First-Year Courses Including Applied Basic Skills
- B. Second-Year Courses Including Applied Basic Skills

V. Students

- A. Admission
- B. Facilities
- C. Activities

VI. Additional Requirements to Implement the Program

- A. Staff

B. Facilities
C. Funds
D. Estimated Cost of Program
    1. Instruction
    2. Facilities - Remodeling, Construction, etc.
    3. Equipment

VII. Service

A. Number in Program
B. Projected Number of Graduates

VIII. Projections and Conclusions

A. Starting Date
B. Additional Supporting Materials

IX. Request for Program Approval. Form VE-CU-3 (Fig. 5)

3. A committee composed of Wisconsin Board staff will review each proposal. Suggestions will be made by the committee for corrections, additions and deletions if needed.

4. After satisfactory completion of the proposal the State Director will consider the proposal for designation.

5. The State Director will submit the program designation to the Wisconsin Board for approval.

6. The district will be notified by letter from the State Director that it have been designated to start the program.

7. The district will be responsible for initiating and conducting the program.

8. State staff teams will review the program during supervisory visits to the district.

Appendix A

State Office Procedure For New Program Approval

WISCONSIN BOARD

OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

Form VE-CU-6

Wisconsin Board of Vocational
Technical and Adult Education

PROGRAM APPROVAL FLOW CHART

Proposed Program Title_____

District_____ A. D. ☐ 1 yr. Voc. ☐ 2 yr. Voc. ☐

Year Program to Start_____

Indication of Interest - Form VE-CU-2 to the State Director

Date Received_____ Letter to confirm receipt of Form

Date of Letter_____

Administrative Council Review Date_____

Approve ☐ Disapprove ☐

Division of Occupational Services Review Date_____

Approve ☐ Disapprove ☐ Stipulations ☐

(Optional) Advisory Committee Review Date_____

Comments:

Division of Educational Development and Special Services Review

Date_____

(Optional) Administrative Council Final Review Date_____

Page 1 of 2

FIG. 7 (1) Program Approval Flow Chart

Letter indicating action on indication of interest request.

Date_____

Proposal Received Date_____ Letter to Confirm Receipt of proposal

Date_____

Division of Occupational Services Review of Proposal Date_____

Approve ☐ Disapprove ☐ More Information ☐

Division of Educational Development and Special Services Review of Proposal

Date_____ Approve ☐ Disapprove ☐ More Information ☐

State Director Approval Date_____ Yes ☐ No ☐

Wisconsin Board Committee on Post-High School Education

Date_____ Approved ☐ Disapproved ☐

Wisconsin Board Designation and Approval

Date_____ Yes ☐ No ☐

CCHE Designation on Associate Degree Programs

Date_____ Yes ☐ No ☐

Letter of Designation to Initiate the Program Date _____

Program Starting Date _____

Evaluation of Program Date_____

Wisconsin Board approval for the Associate Degree - Date_____

Certificate sent to the District - Date _____

Page 2 of 2

FIG. 7 (2) Program Approval Flow Chart

Appendix B

Review Of A Comprehensive District

Guidelines For Review Of A Comprehensive District

The basic outline for consideration by team members as they review prospective comprehensive districts is as follows: (The instrument is composed of three sections.)

1. General orientation
2. Information made available to the committee
3. Criteria for the comprehensive district

GENERAL ORIENTATION

A team of state staff members, with such consultants as may be desired, shall convene to review a district to determine whether that district is eligible to be considered as a comprehensive district. This action will be taken only upon the invitation of the district. The review period will include a regular meeting of the district board which will be attended and observed by the reviewing team. The team will be provided information concerning the district at least two weeks prior to the date of the visit. The review will be conducted at the expense of the district which will host the committee. The team will be chaired by a person designated by the State Director of Vocational, Technical and Adult Education and will proceed according to the agenda provided in advance to team members and to the district director. The district is expected to provide headquarters for the committee and such secretarial assistance as may be desired. Free access to administration, staff, facilities, and student body will be provided throughout the district. The following criteria are designed for those aspects which characterize a comprehensive district and which may differentiate it from the comprehensive center. Accordingly, the spirit and intent of the criteria set forth in the "Guidelines For Program Development And Evaluation" apply in regard to the responsibility and level of operation of the comprehensive center. The guidelines serve to define the comprehensive district within the requirements set forth, but they are not intended to restrict the imaginative efforts of the committee members in their review activity.

INFORMATION AVAILABLE TO THE COMMITTEE TWO WEEKS PRIOR TO EVALUATION

1. Evaluation Reports

    a. All-school Evaluation
    b. Self-evaluation
    c. Program evaluations
    d. Program and all-school re-evaluations
    e. Evaluation reports of external groups
    f. Other Documents

2. Demographic Information

    a. Enrollment - Program - Finance - Facilities

3. Program Dynamics

    a. Enrollment and enrollment shifts
    b. Programs developed, changed and ended

4. Educational Specifications

5. Architectural Plans

6. Equipment Inventory

7. Space Allocations

8. Space Utilization Study

9. Follow-up Studies and Other Studies and Reports

10. Listing of Studies Completed

11. Listing of Studies Underway

CRITERIA FOR THE COMPREHENSIVE DISTRICT

1. Service in at least five major curriculum areas:

   T & I_____ Agriculture_____

   Health_____ Distributive_____

   Service_____ Home Economics_____

   Business_____

2. At least five approved associate degree programs. Include list of programs

3. At least 600 full-time enrollments in State-designated full-time associate degree and diploma programs

4. Continuing self-evaluating procedure

   a. Person responsible_____

   b. Formal procedure (attach)

   c. Staff organization for evaluation

      1. Program Evaluation

      2. All-school evaluation

      3. Pupil Evaluation – Testing

      4. Guidance and Counselling

      5. Follow up (Full-time and Part-time)

      6. Administration

      7. Teacher

   d. Candidacy for membership in approved accrediting association.

      1. Association_____

2. Standing in Association (please provide documents)

5. Mechanisms for internal control

a. Span of control

b. Delegation

c. Communication

d. Supervision

e. Decision and Policy-making

1. Relation of Director to Board

2. Staff Involvement

3. Student Involvement

4. Community Involvement

f. Procedures, manuals, administrative, teacher and student handbooks

6. Community Mechanisms for Responsiveness

a. Board Involvement

b. Advisory Groups

1. Craft

2. General

3. Ad hoc

4. Other Special

c. Consultants

d. Public Information

e. Role of Area Coordinators

f. Activities in Liaison and Orientation

1. Schools in area

2. Industry and business

3. Other agencies

g. Education-oriented Community Groups

1. Service clubs

2. Industry – Education councils

3. Chambers of Commerce

4. Other

h. Planned employer relations for practical experience for students and for in-service staff improvement.

7. Area Coordinators

a. Place in policy structure

b. Scope of authority

c. Supporting services – how obtained

d. Lines of communication

e. Relation to all high schools in area

8. Comprehensive Field Services

a. Involvement of all high school districts

b. Promotion of all programs

c. Accommodation of all applicants

1. Permanent and temporary facility acquisition

2. Policies on shared facilities

3. Referral policies

4. Tuition policies

5. Teacher and call staff recruitment procedures

6. Instructional support provided from comprehensive center

d. Continuous operation calendar

e. Curriculum cycle (Admission Internal-Center and Extension)

9. Supporting Personnel

a. Instructional services

b. Pupil personnel services

c. Business management

d. Research and planning

e. Field services supervision

f. Public information

g. Information organization and retrieval

10. Tuition policies to assure transfer and referral as implements of the comprehensive service.

a. Policy statement

11. Plan for district identity to avoid provincialism

a. Characterizing district

b. Disassociating city of location

12. Evidence of long range planning

a. Personnel

b. Place of research and planning in span of control

c. Use of research and planning in decision making

d. Past development, integrated and open-ended plan

e. Nature of projections - Enrollment - Program - Finance - Facilities

   1. Status Quo

   2. Based on immediate problems

   3. Commensurate with demographic information and manpower projections

f. Educational specifications

g. Architectural Procedures